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ABSTRACT

These materials for a one-day workshop on reviewing topics relevant to school improvement efforts in career education consist of six activities. Topics covered in the activities are an overview of the workshop, the initial meeting between linkers, diagnosing a school's readiness for change, getting school community people involved in planning for school improvement in career education, managerial structure for a career education program, and career education resource and technical assistance centers. Each activity contains a statement of purpose, its estimated time, an explanation of its format, and specific implementation suggestions. Twelve activity handouts are provided. These include a workshop agenda, a role play scenario, role profiles, an instrument for designing a school's readiness to change, lists of groups comprising a school community and factors encouraging and discouraging people from serving in school communities, suggested recruiting actions, a worksheet for designing a career education program managerial structure, and a design of and suggestions for such a structure. (Five other career education workshops covering career education concepts and practices, linking agents, program design, opinion surveys, and school improvement processes are available separately through ERIC--see note). (MN)

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GETTING READY FOR SCHOOL IMPROVEMENT IN CAREER EDUCATION

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ACKNOWLEDGEMENT

For two years, the Career Preparation Component of Research for Better Schools, Inc. (RBS) has been working collaboratively with schools, intermediate service agencies and state education departments to plan, implement, and support career education activities in schools in Delaware, New Jersey, and Pennsylvania. The activities suggested in this workshop are based on RBS' experience in working with the staff members of these agencies. The author wishes, therefore, to acknowledge the many contributions of these professionals to this work.

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OVERVIEW

The purpose of this one-day workshop is to review topics which should be considered before beginning a school improvement effort in career education. It is assumed that this workshop will be presented to external linkers (e.g., intermediate service agency staff, private career education consultants) who would apply these general understandings when assisting local school personnel develop a school improvement plan.

The target group for this workshop is new or experienced career education linkers or a mixed audience.

OBJECTIVES

Upon completion of this workshop, participants will have:

- role played the first meeting between an internal and external linker
- reviewed a list of school conditions which influence a school's capacity to change
- examined the reasons why community people are willing to work on a career education program
- considered actions which might be taken to identify individuals to participate in the development of a career education program
- discussed what turns people "on" and "off" to serving on a school committee
- designed and discussed various managerial structures for a career education program
- reviewed a compendium of career education resource and technical assistance centers.

DIRECTIONS TO THE TRAINER

1. The following pages describe activities which can be used to present the topics included in this workshop. The trainers may present these activities exactly as described or they may alter, delete, add or change the order of activities according to the needs of the participants.

2. Handouts which accompany this workshop are listed in the table of contents and are printed on white paper to facilitate copying. Plan to have one copy of each needed handout for each participant available at the start of the workshop.

3. The time needed for this workshop is approximately five hours. Estimated times to complete an activity are included in each activity description. The activities may be presented during a one-day workshop or they may be parcelled out into several workshops.

4. Both italics and roman type will be used in activities in this workshop outline. The words in italics are addressed to you, the trainer, and the words in roman type give information you may want to pass on to your audience.

5. A diagram entitled "Sequence of Activities" is found at the beginning of each activity. The purpose of this diagram is to signal the start of new activity marked with the notation, "YOU ARE HERE."

6. This workshop description is not intended to be the sole basis for your qualification to lead the workshop. Trainer orientation and technical assistance from Research for Better Schools, Inc. are recommended.

7. Before attempting presentation of any activity, you should become familiar with this entire document.

8. During some workshop activities, participants are encouraged to reach a consensus of opinion. Trainers should attempt to facilitate this process, but also should be willing to accept minority reports.

9. Throughout this workshop, participants are expected to discuss issues of interest. If the trainer believe that the number of participants is too large for an effective discussion, he/she may opt to divide the participants into two or more small groups.

10. The terms internal linker, external linker and school community are used frequently in this document. Each is defined as follows:

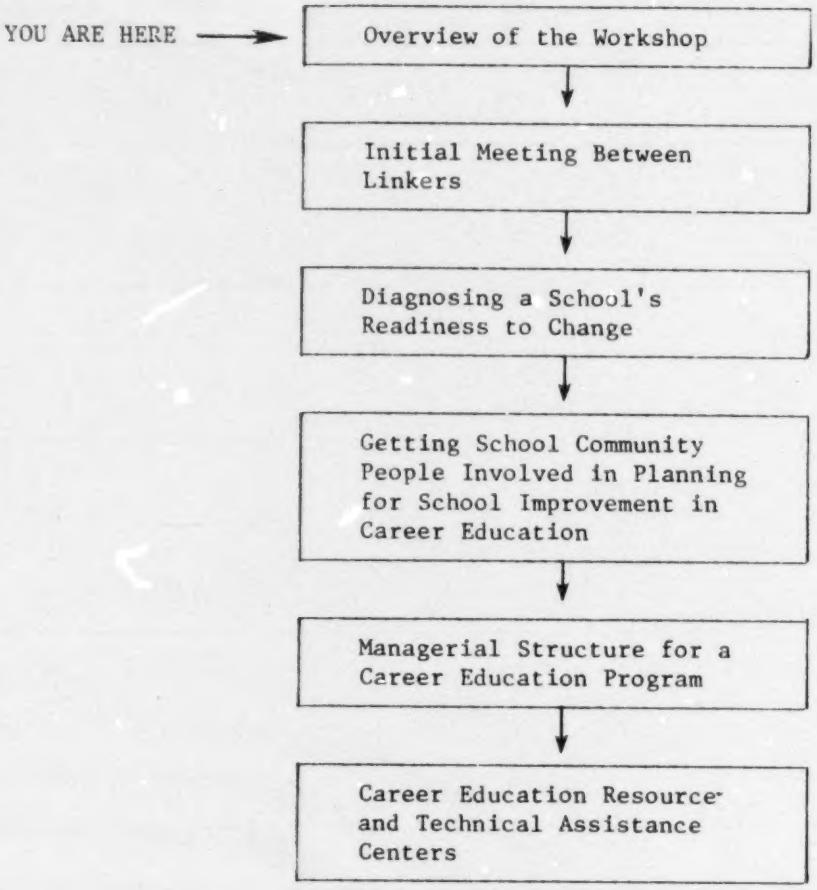
- Internal linker: An individual who is a member of the school/district staff and who directs action at school improvement, uses knowledge or knowledge-products, and performs boundary-spanning roles.

- External linker: An individual who is a member of an outside agency staff and who directs action at school improvement, uses knowledge or knowledge-products, and performs boundary-spanning roles.

- School community: All individuals associated with a school/district including, for example, students, teachers, administrators, parents, business people, and community residents.

11. This current workshop is designed to be used in conjunction with two other workshops. The suggested sequence of workshop presentations is as follows: the current workshop, "School Improvement Processes in Career Education" (Smey, 1981), and "Career Education Program Design" (Richards, 1981).

SEQUENCE OF ACTIVITIES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Managerial Structure for a Career Education Program
Career Education Resource and Technical Assistance Centers

ACTIVITY

Overview of the Workshop

The purpose of this activity is to provide a brief overview of the current workshop.

The estimated time for conducting this workshop is 5 minutes.

1. *Distribute the handout, "Agenda--Getting Ready for School Improvement."*

2. *Explain to participants that this handout outlines the topics to be covered in the current workshop and the order in which these topics will be presented.*

ACTIVITY HANDOUT

Agenda--Getting Ready for School Improvement in Career Education

I. Overview of the Workshop

II. Initial Meeting Between Linkers

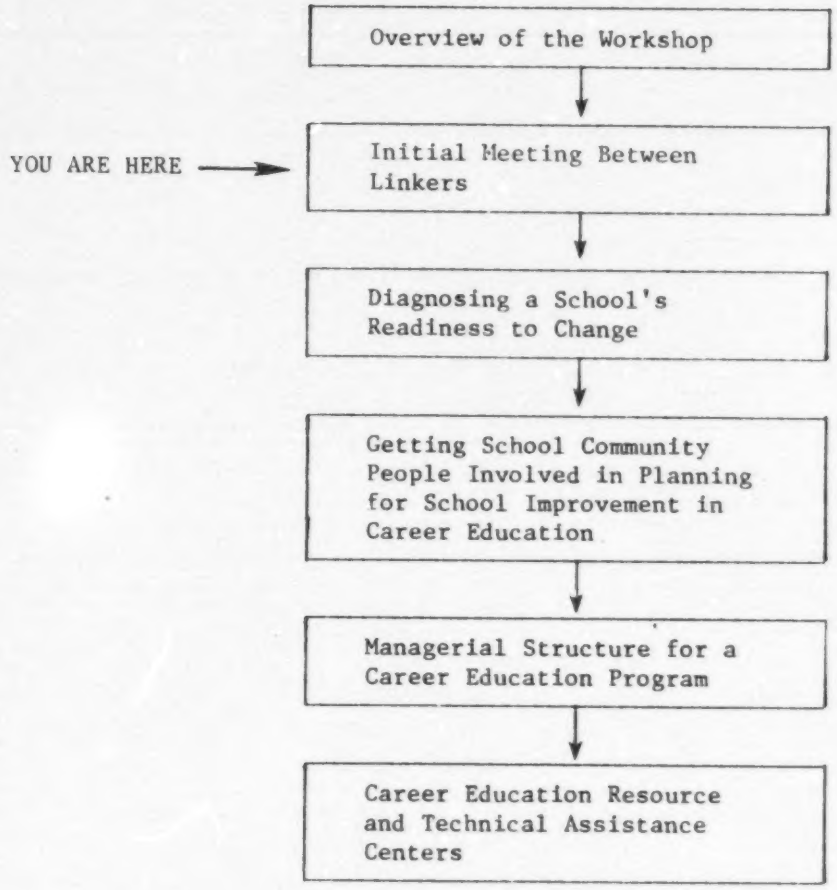
III. Diagnosing a School's Readiness to Change

IV. Getting School Community People Involved in Planning for School Improvement in Career Education

V. Managerial Structure for a Career Education Program

VI. Career Education Resource and Technical Assistance Centers

SEQUENCE OF ACTIVITIES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ACTIVITY

Initial Meeting Between Linkers

This activity focuses on a role-play situation involving an external and internal linker. It is included at the beginning of this workshop to motivate participants to think about what information is needed in order to get ready for school improvement.

The estimated time for conducting this activity is 45 minutes.

1. *Introduce this role-play activity by explaining that its purpose is to analyze the initial meeting between external and internal linkers.*

2. *Distribute the handout, "Role Play Scenario." Briefly review this background information with the group.*

3. *Ask for volunteers to play the role of T. Berman and R. Harris. Select two individuals and give each one a role profile.*

4. *Explain to the observers that they will be asked to describe orally what they saw and heard, and to compare their accounts with those of the players. Also ask the observers to think about how they would act if they were actually playing the roles.*

   While the role-play action is in progress, do not inhibit it by commenting on or altering what is being said or enacted.

5. *The role play should end when participants have reached a logical ending point or you "cut" the action because it is dragging or has become irrelevant.*

   When the role play is over, focus the ensuing discussion on:

   A. *The role playing experience itself --*

      - What were the participants' feelings about the roles being played?
      - What were the actions taken by each player?
      - What different actions might have been taken?

   B. *Information which should have been exhanged during the initial meeting --*

- Why is a consultant being called in?
- What is the immediate problem?
- What is the major concern regarding career education?
- Is there a mandate for career education? If so, from whom?
- Is there a commitment to the idea of change?
- Are there signs indicating that the school or school system is ready for change?
- Is there a commitment to the steps necessary for implementing change?
- What are the general goals to be achieved?
- How are we to begin accomplishing our goals?
- Where in the power structure is the internal linker?
- From whom should support and endorsement be sought?
- What are the major constraints and opportunities?

ACTIVITY HANDOUT

Role Play Scenario

On December 21, R. Harris, the Vocational Education Director of Greenville High School, telephoned the Guilford County Intermediate Unit 30 office to request information about ways to improve career education instruction in his school. The secretary, who answered the telephone, referred his call to T. Berman, the IU's Career Education Coordinator.

R. Harris and T. Berman spoke briefly on the telephone and then decided to set up an appointment for January 14 at 10:00 a.m.

It it now 10:00 a.m. on January 14. T. Berman has just driven 40 miles to Greenville High School and has located the office of R. Harris on the second floor. T. Berman knocks on the door and enters the room.

ACTIVITY HANDOUT

Role Profile:
T. Berman, IU-30 Career
Education Coordinator

You are employed as the Career Education Coordinator for the Guilford County Intermediate Unit 30. During your term of employment at IU-30 (i.e., a total of 5 years in all), you have always been a hardworking, conscientious individual and one who achieves personal satisfaction from a job well done. In recent months, your job as Career Education Coordinator has become especially hectic due mainly to your willingness to assist five different school systems design a comprehensive career education program.

ACTIVITY HANDOUT

Role Profile:
R. Harris, Vocational Education Director of Greenville High School

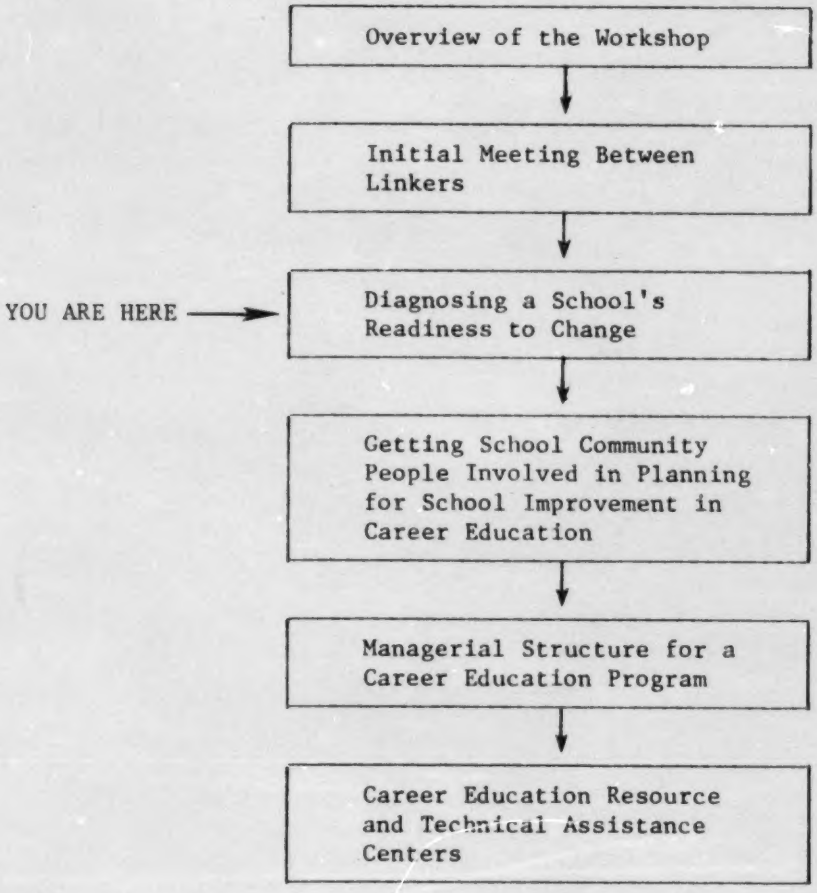
You are a newly appointed Vocational Education Director of Greenville High School in Greenville, Pennsylvania. A few weeks ago, your school superintendent placed you in charge of improving career education in your school. Since then, you have met with the superintendent who explained that Greenville's students have scored low on standardized tests in career education and as a result, parents have requested that this deficiency be corrected. A $1,000 budget has been allocated for the first year of the career education program.

Your task of improving career education in Greenville High School is not an easy one for you to achieve:

- You are still learning the responsibilities of your new job as Vocational Education Director--you have held this new position since September 1--and you have little time to devote to other mattters.
- You have no training or previous experience in career education.
- The faculty members at Greenville High School are generally reluctant to accept change and innovative ideas. As a matter of fact, last year there was a series of lectures entitled "Innovations in Secondary Schools" which failed due to poor faculty attendance.

Greenville itself is a community of 40,000 people located within an industrial area of the state. Most of the residents are employed in the local textile factory and earn low-to-moderate wages. Approximately 25 percent of the population are Black and 15 percent are Hispanic. Greenville has one high school, one junior high school, and six elementary schools.

SEQUENCE OF ACTIVITIES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ACTIVITY

Diagnosing a School's Readiness for Change

The purpose of this activity is to review a list of conditions which influence the capacity of a school district to improve its career education program.

The estimated time for conducting this activity is 75 minutes.

1. *Distribute the handout, "Diagnosing a School's Readiness for Change," and review each item using the following background information as a basis for lecture or dicussion:*

   A. Introduction

   - In selecting conditions related to readiness, the external linker should focus on those conditions within the school which can be altered during a change effort. Other conditions--such as those related to environmental and societal issues--will be avoided in this discussion, since educators can have little immediate impact on them.

   - Each of the factors to be discussed below interact with each other and, hence, a school's profile on a number of conditions, rather than its status on any one condition, is what counts.

   - Many of the readiness conditions listed below are suggested by the RBS Career Preparation Component staff who have been assisting local school districts in both New Jersery and Pennsylvania to improve their career education program. In addition, these factors have been verified by other researchers working with schools (Bell, Wyatt, & Schmuck, n.d.).

   - In this discussion, the "school" is considered the unit for making the change; however, the participant might want to substitute "the school district," "the department," or whatever other unit is most appropriate.

   B. Availability of Resources and Support

   - Availability of technical knowledge within the school. This condition refers to the extent to which technical knowledge about career education already exists among the school's

faculty members. Where the knowledge of career education is present among staff members, the challenge is to tap that resource. In other cases, the school must look to outside sources for the necessary knowledge and skills.

- Availability of technical knowledge outside the school. This condition refers to the extent to which key career education resources are available in other agencies or schools, and whether those resources are accessible. If outside resources are readily available and accessible, the school is more likely to reach out and use them.

- Support from key administrators in the district. The school and school district administrators must provide support to a school improvement effort in career education. This support should include money, services, materials, facilities, and recognition. When an administrator is opposed to a change effort, the prognosis for success is not favorable.

C. Internal Pressure for Change

- Proportion of individuals who are dissatisfied with the present situation. If a reasonable number of school faculty members are dissatisfied with the present conditions, then the likelihood of meaningful change is good. On the other hand, if the number of individuals who share feelings of dissatisfaction is small, then the chance for a significant change is slight.

- Proportion of individuals who value the proposed "ideal" state. This condition refers to the proportion of individuals who value the better state toward which a school improvement effort is aimed. Optimally, this ideal state should be clearly defined, obtainable, and easy to recognize when achieved.

- The proportion of individuals who have confidence that the proposed change will bring benefits. This condition refers, first, to the belief that the proposed change will move the school toward the proposed ideal state and, second, to the belief that the proposed change can withstand the reactions, objections and misgivings of others.

D. Skills in Collaborative Group Work

- Group skill in communicating accurately. This condition represents a set of skills such as checking the meaning and intentions of communications and actions, and describing one's feelings.

- Group skill in making clear decisions. This condition refers to the group's ability to make decisions that are clear, understood, and shared by all members, and its ability to use appropriate decision-making methods.

- Group skill in conducting effective meetings. This condition includes skills in setting agendas, staying on topic, and keeping accurate records.

- Group skill in working effectively with diverse views, opinions and values. This condition represents a group's skill in managing the tensions and conflicts that inevitably result from the mixing of different perceptions, values, lifestyles, and cultures. Effective groups turn those conflicts into creative solutions and pressure for change.

- Group skill in solving problems. This condition depends on the presence of the other group skills as well as on the group's having a commonly understood procedure for identifying, analyzing, and managing problems.

E. Norms Supporting Collaborative Group Work

- Norms supporting collaboration. This condition refers to a shared expectation that it is appropriate for members to work together collaboratively on common tasks.

- Norms supporting perseverance in group tasks. This condition is represented by the degree to which members stick with a task and see it through to completion. Indicators of perseverance include willingness of members to attend extra meetings to finish their work, and to give up some of their own time to get something done.

- Norms supporting third-party help. This refers to the degree to which group members share the expectation that it is appropriate for a third group member to help them in clarifying communication or resolving differences.

F. Spirit of Risk-Taking

- Proportion of individuals who are willing to risk new action on behalf of the school. This kind of risk-taking includes the willingness to take on new risks for which members have not been specifically prepared (e.g., directing a career education school improvement effort), willingness to change role behavior, and willingness to assume new responsibilities.

- Presence of good leadership. This condition is concerned with the extent to which those in leadership positions can create a vision that is understood and valued by participants. It also depends on leaders' ability to instill in members a sense of urgency.

- Proportion of individuals experiencing stress, anxiety, or threat, regardless of the source. If too many persons are anxious about their jobs, or worried about transfers, administrative reviews, or other potential threats, their collective sense of excitement and experimentation will be minimized. The uncertainties associated with change become, in these instances, simply one burden too many to take in uncertain times.

2. *Ask participants to reflect upon the role play experience between T. Berman and R. Harris in the previous learning activity and to rate Greenville High School's readiness for change by filling in the handout, "Diagnosing the School's Readiness for Change."*

3. *After all have completed the handout, encourage the group to discuss the results of Greenville High School's ratings and to arrive at some general conclusions about the school's readiness to change. Some follow-up questions might include:*

   - What information is still needed in order to determine readiness?

   - How might this information be obtained?

   - Was the initial meeting between linkers productive in determining Greenville High School's readiness to change?

ACTIVITY HANDOUT

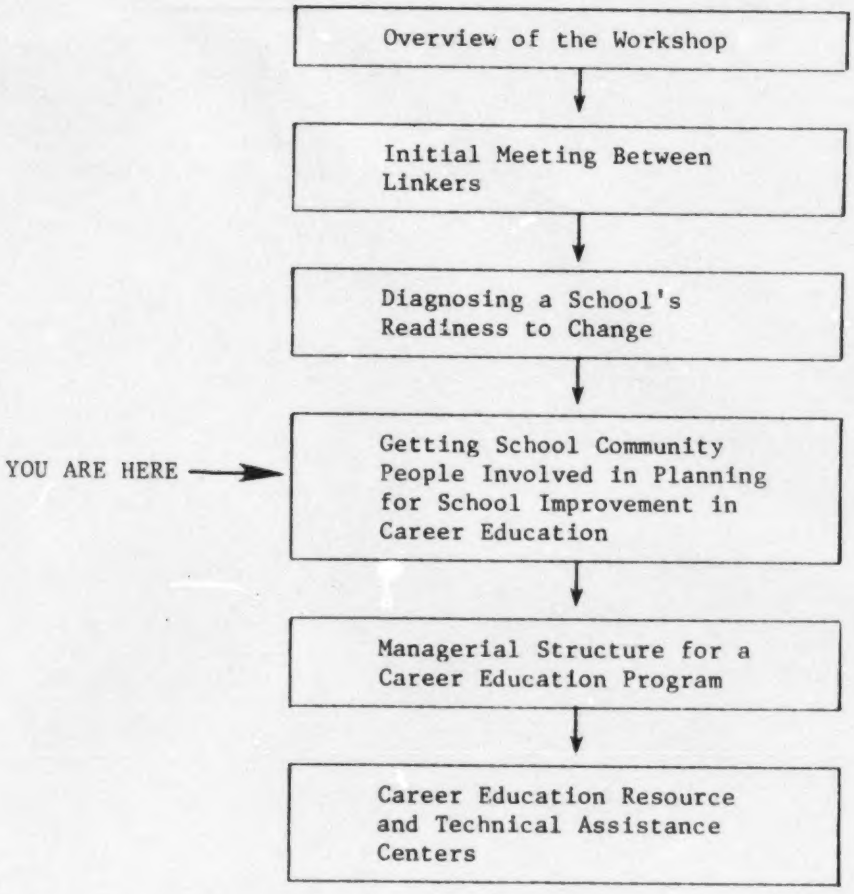
Diagnosing a School's Readiness to Change

Directions: Rate Greenville High School's readiness for change by placing a check mark in the appropriate right hand column or writing in comments.

	Favorable Conditions	Unfavorable Conditions	Other Comments or Notes
Cluster 1: Availability of Resources and Support			
• Availability of technical knowledge within the school			
• Availability of technical knowledge outside the school			
• Support from key administrators in the district			
Cluster 2: Internal Press for Change			
• Proportion of individuals dissatisfied with the present situation			
• Proportion of individuals who value the proposed "ideal" state			
• Proportion of individuals who have confidence that the proposed change will bring benefits			
Cluster 3: Skill in Collaborative Group Work			
• Group skill in communicating accurately			
• Group skill in making clear decisions			
• Group skill in conducting effective meetings			
• Group skill in working effectively with diverse views, opinions, and values			
• Group skill in solving problems			
Cluster 4: Norms Supporting Collaborative Work			
• Norms supporting collaboration			
• Norms supporting perseverance in group tasks			
• Norms supporting third-party help			
Cluster 5: Spirit of Risk-Taking			
• Proportion of individuals who are willing to risk new action on behalf of the school			
• Presence of good leadership			
• Proportion of individuals experiencing stress, anxiety, or threat, regardless of the source			

My over-all evaluation of Greenville High School's readiness for change is:

SEQUENCE OF ACTIVITIES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ACTIVITY

Getting School Community People Involved in Planning for School Improvement in Career Education

This activity focuses on identifying individuals who are representative of the local school community and who are willing to help undertake a career education school improvement effort.

The estimated time for conducting this activity is 60 minutes.

1. *The following information should be used as basis for lecture or discussion.*

   One task in understanding a career education school improvement effort is to determine how to get volunteers who are representative of the school community to work on the career education project.

   There are several reasons why a career education school improvement effort may have unbalanced representation. These reasons can apply to parents, students, teachers and community members. For example:

   - Teachers and administrators tend to rely on people they know.
   - Not all ethnic and economic groups come forward to serve in schools.
   - Not all groups have the time to attend meetings.
   - Little effort is made to identify and pursue parent groups who have not been previously involved.
   - Schools tend to keep using the same methods to recruit people, even when they are ineffective.
   - Not enough time or pre-planning is put into developing effective recruiting techniques for different groups.

2. *In an effort to identify volunteers who are representative of the community, ask participants to discuss the socio-ecomonic characters of their local community. To aid in this discussion, distribute the*

handout, "What Groups Make-Up Our School Community." List all school community groups suggested by the participants on a chalkboard or posterboard.

3. *Once the participants have agreed that their list of community groups is accurate and comprehensive, ask participants to suggest criteria which could be used to determine who should be represented in the current career education school improvement effort. Possible criteria are as follows:*

   - Those who will participant directly in the career education program (e.g., students, teachers, employers)
   - Those nonparticipants who are greatly interested in the program or directly affected by the program (e.g., parents, business people)
   - Those whose taxes finance the school (e.g., residents of the community who do not have children in school, operators of small businesses)
   - Those who can provide credibility or support (e.g., school administrators, well-known spokespersons from ethnic groups in the community)
   - Those who can provide tangible resources (e.g., representatives who can help line up career education internships for high school students, individuals who can provide training materials).

4. *Ask participants to consider answers to the question, "What turns people (e.g., parents, teachers, students) 'on' and 'off' to serving on a career education school improvement committee?" Explain that consideration of people's feelings and motivations should play an important part in helping to decide how best to approach them. List suggestions on a chalkboard or posterboard and then distribute the handout, "What Turns People 'On' and 'Off' to Serving on a School Committee?" Compare both sets of lists and identify reasons why individuals or groups would want to participate in a career education school improvement effort in the fictional school community of Greenville (as described in an earlier activity of this workshop) or in some other community familiar to the workshop participants.*

5. *Ask participants to discuss which of their school community groups would be easy to recruit and which would be difficult to recruit.*

6. *Distribute the handout, "Actions for Recruiting School Community Group." Instruct participants to enter their list of groups in column A; then their thoughts about turn-ons and turn-offs in column B and C; and necessary actions which need to be taken to counteract "turn-offs" and maximize "turn-ons". Suggest the following example:*

A.	B.	C.	D.
Groups	Turn-Ons	Turn-Offs	Necessary Action
• Single parent	• Meeting people	• No babysitter	• Provide babysitters
• "loner" or "problem student"	• Recognition/ reward	• Jargon/not enough information	• Make language plain and simple • Emphasize this task is easy to do

ACTIVITY HANDOUT

What Groups Make Up Our School Community

Directions: Look at the examples of some possible group characteristics below. Discuss and choose the examples that seem important to consider. Remember, these are examples. Use them only as a guide. Be sure to change them in any way and add your examples to fit the unique needs of your school.

1. Examples of school and community groups:

- School Staff
  - _____Administrators
  - _____Teachers
  - _____Nonteaching staff
  - _____Paid aides
  - _____Volunteers
- Student Groups
  - _____Athletes
  - _____Academics
  - _____Power clique (those who run the school)
  - _____Service group (hall monitors, office aides)
  - _____Loners
  - _____Outside-of-school affiliators
  - _____Music/drama
  - _____"Problem students"
- School Committees and Influence Groups
  - _____Teachers' union
  - _____PTA
  - _____Student council
  - _____Others
  - _____Program advisory committee
- Community Composition
  - _____Public school parents
  - _____Private school parents
  - _____Nonparent residents
  - _____Nonresident merchants/ business people
  - _____Senior citizens
- Community Groups/Organizations
  - _____Community or civic organizations (Examples: Rotary Club, Masons)
  - _____Ethnic or religious organizations

2. Other example characteristics to be considered:

- Family status (e.g., single parent, two parents at home)
- Income levels (e.g., low, middle, high)
- Availability during the day (e.g., neither parent available; one parent available; both parents available)
- Ethnic/racial background (e.g., Asian-American, Mexican-American, Afro-American)

ACTIVITY HANDOUT

What Turns People "On" and "Off" to Serving on a School Committee

Directions: Review the list of "turn-ons" and "turn-offs" below and identify those relevant to the school of your choice. Finding out what gets people excited about working on school committees and what makes them refuse are important if you want to attract people to committees and keep them involved and productive.

1. PARENT TURN-ONS

A. Practical reasons

- To fight boredom
- To keep up with a child's studies
- To gain experience for advancement
- To share knowledge and expertise
- To learn

B. Social/emotional reasons

- To feel needed and important
- To gain attention
- To enhance self-respect
- To meet people
- To receive recognition and rewards

PARENT TURN-OFFS

A. Practical reasons

- Educators using words that others do not understand
- Parents not being able to get babysitters, transportation, or free time
- Parents not psychologically a part of the school's community
- The English language not well understood
- Lack of knowledge about the school programs

B. Social/emotional reasons

- Feeling like a rubber stamp
- Being afraid of appearing stupid
- Believing the task is too difficult for them
- Perceiving that parents already involved in school affairs are the "in-group" and this "in-group" will not want new members
- Not understanding the positive aspects of the program

C. Philosophical/political reasons

- To support the program
- To influence directly their child's education
- To encourage community participation in the school

2. TEACHER TURN-ONS

A. Practical reasons

- To learn more about curriculum
- To be involved in planning
- To influence how money is spent
- To make own lessons and instruction more effective

B. Social/emotional reasons

- To get to know parents
- To interact with students in a different way
- To belong to a good council

C. Philosophical/political reasons

- Perceiving that their children will not be directly affected by the program
- Being upset, uneasy or angry with the school staff about strikes or their political activities

TEACHER TURN-OFFS

A. Practical reasons

- Devoting too much time and work to school work
- Fearing that the work will not result in a school improvement or that it will not be put into practice

B. Social/emotional reasons

- Finding that one person or group tends to dominate decisions and meetings
- Detecting the implications that a good job is not already being done

C. Philosophical/political reasons

- To learn what the parents want to occur in the school
- To share expertise in curriculum and to influence a larger group
- To have input into the decision making
- To link the school and community

C. Philosophical/political reasons

- Working in conditions where turmoil and conflict are already high
- Wanting to limit school involvement to what goes on in the classroom
- Knowing that someone else has the authority to reject the plan

3. STUDENT TURN-ONS

- To feel important
- To get to know the teachers as people
- To develop self-confidence
- To feel proud of own contributions
- To feel as though one has helped to improve schools

STUDENT TURN-OFFS

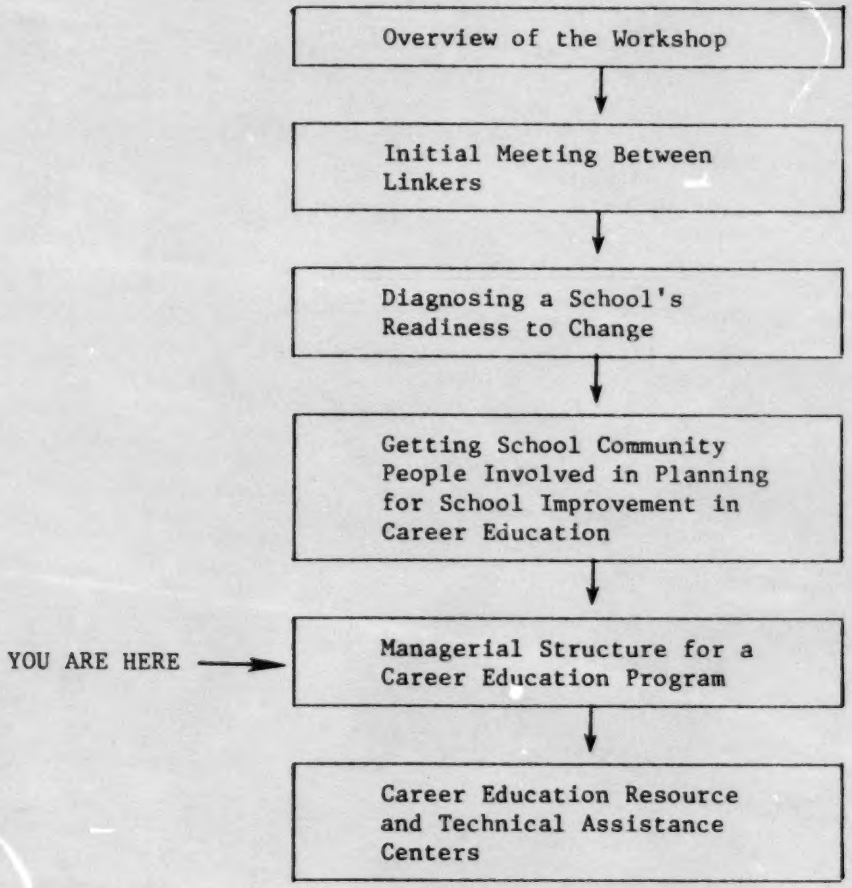
- Getting behind in school work
- Fearing that their ideas will be rejected
- Experiencing conflicts with other after-school activities
- Not having transportation
- Feeling a mistrust toward adults
- Feeling concerned about abilities to communicate ideas
- Experiencing conflicts with home responsibilities

ACTIVITY HANDOUT

Actions for Recruiting

1. School Community Groups	2. Turn-ons	3. Turn-offs	4. Possible Action to be taken

SEQUENCE OF ACTIVITIES


Overview of the Workshop
Initial Meeting Between Linkers
Diagnosing a School's Readiness to Change
Getting School Community People Involved in Planning for School Improvement in Career Education
YOU ARE HERE
Managerial Structure for a Career Education Program
Career Education Resource and Technical Assistance Centers

ACTIVITY

Managerial Structure for a Career Education Program

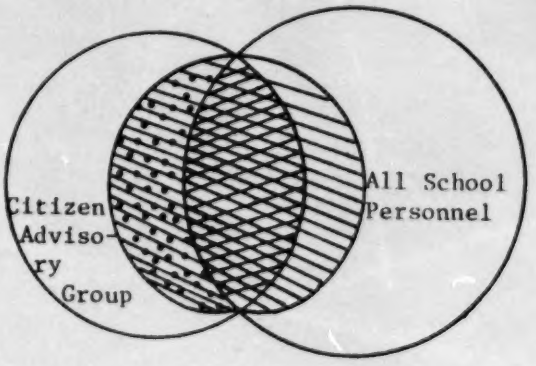
The purpose of this activity is to examine management structures appropriate for a career education program.

The estimated time for conducting this activity is 45 minutes.

1. *Explain to participants that in additon to selecting school community people to serve on the school improvement project in career education, a managerial structure also has to be designed and put into place. The exact details of this structure will, of course, vary from school to school depending upon the particular nature of the structure within the community, the school district and the school itself. Most likely, the managerial structure of a career education program would include several committees or groups, and individuals acting as coordinators between groups.*

2. *Divide the workshop participants into small groups of three or four individuals. Distribute the handout, "Designing a Managerial Structure for a Career Education Program" and explain to the small groups that their task is to create a managerial structure for the Greenville High School career education program or for some other school familiar to participants. Instruct the small groups to: (1) fill-in all columns on the handout, (2) diagram the managerial structure orginated by the group, and (3) report their results back to the group at large.*

3. *After reviewing and discussing the managerial structures designed by the small groups, you may wish to describe still another managerial structure. Distribute the handout, "A Suggested Managerial Structure for a Career Education Program," and "Diagram of a Managerial Structure." Discuss the following diagram with the group.*



- Planning Task Force
- Career Education Coordinator
- Citizen Liaison

ACTIVITY HANDOUT

Designing a Managerial Structure for a Career Education Program

Directions: Listed below are seven columns. Complete the first two columns (i.e., columns A and B) by filling in the title of the groups/committees and the characteristics of those selected for membership. In the remaining five columns (i.e., columns C through G) list the responsibilities of each group/committee during the five phases of program development.

A Title of Groups or Committees	B Characteristics of those Selected for Membership	Responsibilities During: C Preliminary Planning	D Goal Setting	E Program Design	F Program Implementation	G Program Evaluation and Refinement
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						

ACTIVITY HANDOUT

A Suggested Managerial Structure for a Career Education Program

I. Responsibilities of Groups

Title Groups or Committees	Characteristics of those Selected for Membership	Responsibilities During: Preliminary Planning	Goal Setting	Program Design	Program Implementation	Program Evaluation and Refinement
1. Citizen Advisory group	• Representative of the community • Citizen Liaison • Career Education Coordinator	• Review and advise • Identify community resources	• Review and advise	• Review and advise		• Review and advise
2. Planning Task Force	• School Administrator(s) • Teachers • Students • Citizen Liaison • Career Education Coordinator	• Work with linkers • Assess readiness and needs • Develop preliminary plan	• Develop goals	• Design program	• Supervise program implementation	• Supervise evaluation • Formulate conclusions • Define program
3. School Administrators	• Central office staff • Building staff	• Approve the program • Cooperate in the planning	• Approve goals • Cooperate in developing goals	• Approve program design • Cooperate in designing the program	• Approve program implementation • Facilitate program implementation	• Become aware of conclusions • Approve program revisions
4. All School Personnel	• Planning Task Force members • All school personnel		• Review and advise	• Review and advise	• Put career education program in force	• Administer evaluation instruments • Review refinement

II. Responsibilities of Key People

A. CAREER EDUCATION COORDINATOR

- General Responsibility: Organize/coordinate the meetings and the total program itself.
- Preliminary Planning: Work with external linkers, and assess readiness to change and needs.

- Goal Setting: Participate in the goal development process.

- Program Design: Participate in and coordinate the program design process.

- Program Implementation: Supervise program implementation.

- Program Evaluation and Refinement: Supervise evaluation; formulate conclusions from test results; and refine the career education program.

B. CITIZEN LIAISON

- General Responsibilities: Assist Career Education Coordinator in organizing and coordinating the program.

- Preliminary Planning: Work with external linkers, and assess readiness to change and needs.

- Goal Setting: Participate in the goal development process.

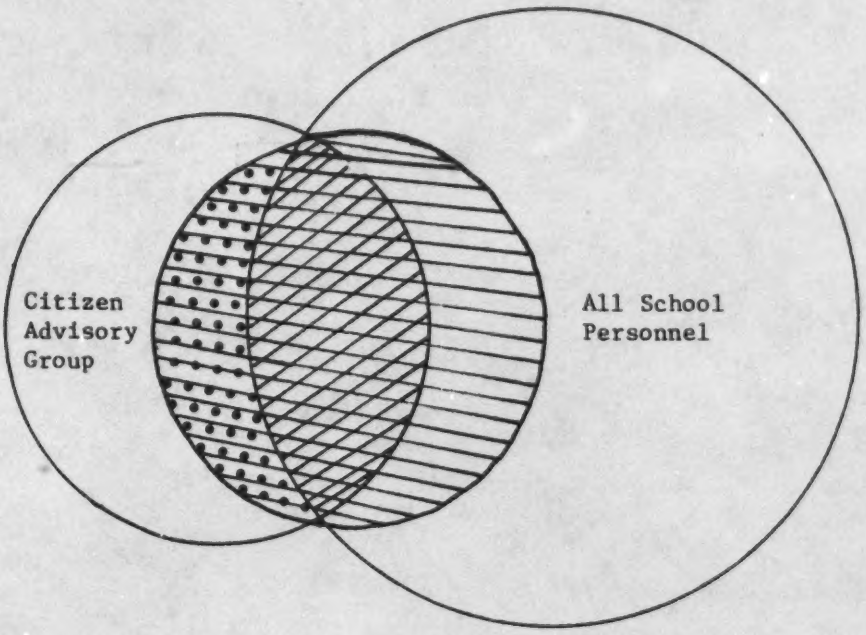
- Program Design: Review and advise.

- Program Implementation: Review and advise.

- Program Evaluation and Refinement: Review and advise.

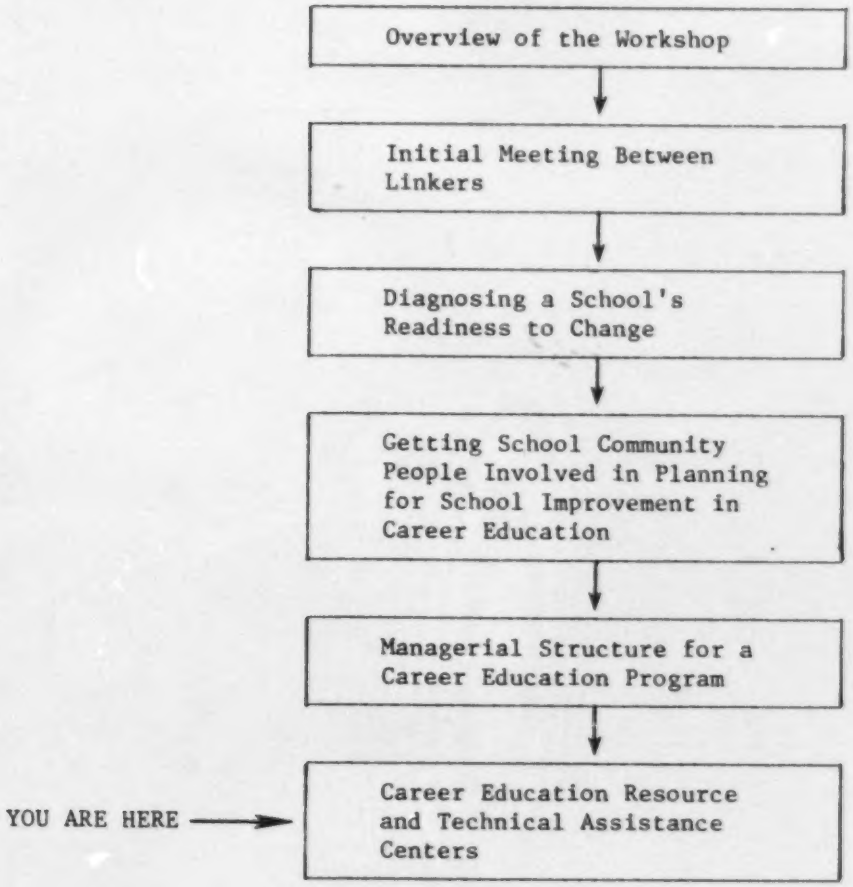
ACTIVITY HANDOUT

Diagram of the Managerial Structure



- Planning Task Force
- Career Education Coordinator
- Citizen Liaison

SEQUENCE OF ACTIVITIES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YOU ARE HERE
Career Education Resource and Technical Assistance Centers

ACTIVITY

Career Education Resource and Technical Assistance Centers

The purpose of this activity is to provide preliminary information about career education resource and technical assistance centers. Individuals working on a school improvement effort in career education might want to contact one or more of these centers for additional help.

The estimated time for conducting this activity is 15 minutes.

1. *Explain to the participants that there are various career education resouce and technical assistance centers which might be consulted for help in initiating or carrying out school improvement efforts in career education.*

2. *Distribute the handout, "Career Education Resource and Technical Assistance Centers," and discuss its contents with the group.*

ACTIVITY HANDOUT

Career Education Resource and
Technical Assistance Centers

NEW JERSEY

1. Address:

   New Jersey Occupational Resource Center
   Building 871, New Jersey Job Corps Center
   Plainfield Avenue
   Edison, NJ 08817

2. Phone: (201) 985-7769 or (201) 985-7929

3. Focus: Career Education, Career Counseling, Special Needs Populations, Bilingual Materials, Sex Equity, Vocational Education

4. Services:

   - Workshops. A series of one-day workshops are held at the Center from September to May, at a nominal charge ($7.00 per person 1980-1981, lunch provided. Workshop topics include, for example, use of Education Games/Simulations, In-Service Vocational Staff Development, Proposal Writing, Competency-Based Curriculum for Vocational and Career Education, and Career Resource Centers.
   - Circulating Library. The Resource Center has a large circulating collection of commercially produced curriculum materials including films, filmstrips, kits, audio-cassettes, games/simulations, and printed materials. It also maintains an ERIC microfiche collection, dissertations on microfilm, periodicals, and documents. Microfiche readers are available for loan.

NEW JERSEY

1. Address and Phone:

   New Jersey Vocational-Technical Curriculum Laboratory
   Rutgers - The State University
   4103 - Kilmer Campus
   New Brunswick, NJ 08903
   (201) 932-3845

2. Focus: Vocational-Technical Education, Career Education, Special Needs Populations, Bilingual Materials.

3. Services:

   - Workshops. Month-long workshops, usually held during the summer, provide a select group of teachers assistance in developing new curriculum materials.
   - Library. The Lab has a rather extensive library of teacher-developed and commerical curriculum materials. Also available are microfiche copies of materials produced by states belonging to the Northeast Network for Curriculum Coordination.
   - Curriculum Searches. The Laboratory provides requesters with current information regarding extant curriculum products which relate to an individual area of concern. Searches are conducted on national, state, and regional levels.

PENNSYLVANIA

1. Address and Phone:

   Pennsylvania Guidance Service Center
   c/o Harrisburg Area Community College
   101 College Center
   3300 Cameron Street Road
   Harrisburg, PA 17110
   (717) 236-9533 ext. 283

2. Focus: Career Development, Decision-Making, Self Assessment and Values, Careers and Jobs, Job Placement, and Professional Development

3. Services:

   - Curriculum Materials. This center has up-to-date multimedia materials produced by over 100 publishers. School personnel may preview materials at the Center. The Center's staff provide demonstrations of materials and their use.
   - Workshops. In-service workshops are conducted for school personnel involved in beginning or improving career guidance programs. Workshops can take place either at the Center, or at the school requesting the service. Workshop arrangements should be made at least one month in advance.

PENNSYLVANIA

Regional Library Media Examination Centers:

1. Addresses and Phones:

EASTERN AREA BRANCH

Philadelphia School District
Horn Curriculum Center
Frankford & Castor Aves.
Philadelphia, PA 19124
(215) 535-0545

NORTHWESTERN AREA BRANCH

Luzerne IU #18
368 Tioga Avenue
Kingston, PA 18704
(717) 287-9681

NORTHWESTERN AREA BRANCH

Northwest Tri-County IU #5
252 Waterford Street
Edinboro, PA 16412
(814) 734-5610 ext. 234

SOUTH CENTRAL AREA BRANCH

Lancaster-Lebanon IU #13
P.O. Box 248
West College Avenue
Millersville, PA 17551
(717) 872-2939

WESTERN AREA BRANCH

Allegheny County IU #3
Two Allegheny Center, Suite 1300
Pittsburgh, PA 15212
(412) 323-5748

2. Focus: Evaluation and selection of instructional materials.

3. Services:

- Library. These centers maintain collections of print and non-print instructional materials, including career education materials. These collections are available to teachers, libraries, and administrators who wish to review materials prior to purchase.
- Consultation Services. Professional advice is offered in the areas of evaluation of collections; planning for acquisitions; administration, organization, and use of instructional materials; and selection of instructional materials.

PENNSYLVANIA

1. Address and Phone:

   Research and Information Services for Education (R.I.S.E.)
   198 Allendale Road
   King of Prussia, PA 19406
   (215) 265-6056

2. Focus: Educational research, development, planning, exemplary practices, and human resources

3. Services:

   - Information Services. R.I.S.E. is a state-wide information center which responds to school district requests for literature searches, computer bibliographies and other print based information packets.
   - Diffusion Services. R.I.S.E. provides technical and (very modest) financial assistance to schools, school districts, and intermediate units as they adopt or adapt programs which have been validated either by the Pennsylvania Diffusion Panel or the Joint Dissemination Review Panel (JDRP). The technical assistance R.I.S.E. provides includes help in identifying, selecting, and installing such programs.

DELAWARE

1. Address and Phone:

   Educational Resources Association
   83 East Main Street
   Newark, DE 19711
   (302) 454-2425

2. Focus: Infusion of career education topics into the main content areas of the school curriculum

3. Services:

   - Clearinghouse. Educational Resources Association identifies and recruits community resource people who volunteer to help teachers relate their course content to the knowledge and skills utilized in various occupations. Delaware teachers who phone the clearinghouse are assigned a resource person who is willing and able to show on-the-job applications of the subject matter being taught.
   - Workshops. In-service training provided by Educational Resources Association is intended to help school personnel relate what students learn in school to the tasks performed in various occupations.

DELAWARE

1. Address and Phone

   Library-Information Center
   Department of Public Instruction
   P.O. Box 1402
   Dover, DE 19901
   (302) 678-4692

2. Focus: Educational practices, products, and research

3. Services:

   - Information Services. The Library-Information Center responds to information requests from Delaware educators by providing bibliographies, document abstracts, and microfiche and/or paper copies of journal articles, and ERIC documents. The Center's information search and retrieval service draws upon its own library resources, which include the ERIC document collection, and upon national computerized data bases, other information centers, and the staffs of the Department of Public Instruction, other state agencies, and institutions of higher education.
   - Technical Assistance. Field staff assist school district personnel in identifying educational problems, gathering relevant information, analyzing possible alternative solutions, and implementing instructional improvements.

NATIONAL RESOURCE CENTERS

1. Address and Phone:

   National Center for Career Education (NCCE)
   University of Montana
   P.O. Box 7815
   Missoula, MT 59807
   (406) 243-5262

2. Focus: Career education topics infused in the main content areas of the school curriculum

3. Services:

   - Workshops. In-service training provided at the Center is intended to help school personnel utilize existing career education programs and materials to plan and develop curricula.
   - Resource Bank. The NCCE data base consists of a bank of over 7000 career education instructional materials. The contents of the bank include non-commercial, teacher-made learning materials and curriculum guides.

NATIONAL RESOURCE CENTERS

1. Address and Phone:

   National Commission on Resources for Youth, Inc. (NCRY)
   36 West 44th Street
   New York, NY 10036
   (212) 840-2844

2. Focus: Youth participation programs

3. Services:

   - Clearinghouse. NCRY identifies exemplary youth participation programs, prepares program case studies, and disseminates program information through a newsletter, "Resources for Youth," and other publications.

   - Technical Assistance. NCRY responds to requests for assistance in selecting or developing programs that encourage significant youth involvement in community service programs.

NATIONAL RESOURCE CENTERS

1. Address and Phone:

   National Education Practice File
   Bibliographic Retrieval Services, Inc.
   Corporation Park, Building 702
   Scotia, NY 12302
   (212) 840-2844

2. Focus: Education programs and practices nationwide

3. Service:

   - Information Services. The National Education Practice File provides computer access to information on promising programs and practices. Career education practices are included only if they have been validated by the Joint Dissemination Review Panel or approved by a state education agency as an ESEA Title IV-C program.

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Richards, E. L. Career education program design. Philadelphia: Research for Better Schools, Inc., 1981.

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